Activity 3.5; Initial Trainees' Guide

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FOODSHIFT Pathways

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Executive Summary

This document is the initial version of Foodshift Pathways Trainees' Guide. The final version will be updated after the pilot study in the two rounds during project life time (school years 2023-2024 and 2024-2025).
After a brief presentation of project findings based on state-of the art review and teachers needs analysis regarding their training needs, which the guide is designed to address. The training programme is aimed at guiding teachers on how to effectively teach the relevant topic of Sustainable and Healthy Food System, while simultaneously enhancing students' competences. The guide focuses on how teachers can design and implement educational activities that promote students' sustainability competence (SC), green skills while raising their awareness on current environmental challenges.
The document outlines the curriculum of the training programme, connecting the identified user needs with the Training Modules. The Modules are based on the interactive videos that thee partners have created and the supportive resources (open learning scenarios, additional resources for the implementation of the proposed scenarios as well guidelines on enriching and adapting the initial pool of resources.

In the guide the competences that participants shall acquire are also defined.The training program is based on a modular approach that will allow localisation of the approach and resouces in the conditions/local contextss of the 6 partner countries (SE, NL, DK, EL, PT, ES).

1. Introduction

This is Foodshift Pathways Trainees' Initial Guide. The document outlines the curriculum of the training programme, connecting identified user needs with the Training Modules that will address them. It reflects the competences that participants shall acquire. The training programme is aimed at guiding teachers on how to effectively teach the relevant topic of Sustainable and Healthy Food System, while simultaneously enhancing students' competences. It will focus on how teachers can design activities that promote students' sustainability competence (SC) and raise awareness. The modular approach of the training program will allow (in parallel with the systematic mapping of needs) localisation of the approach in the implementation partner countries (SE, NL, DK, EL, PT, ES).

1.1 Scope

This report is related with A3.5 Trainees' Guide and it offers an initial guide for trainees/teachers listing relevant educational activities. It reflects the full set of competencies that participants may acquire by engaging with the Foodshift Pathways training modules.

1.2 Audience

This report is addressed to project partners and the schoolteachers in the six participating countries and all around Europe.

1.3 Definitions

According to the Joint Research Centre (JRC), **Sustainability Competence** can be defined as: "the interlinked set of knowledge, skills, attitudes, and values that enable effective, embodied action in the world with respect to real-world sustainability problems, challenges, and opportunities, according to the context". This quote derives from JRC's 'GreenComp' report[1] offering a 'European Sustainability Competence Framework'. Given that Foodshift Pathways aims primarily at teaching middle school level pupils, we propose a slight amendment of the JRC definition to fit the propose of this project:

" Sustainability Competence at middle school level entails a combination of knowledge, skills, attitudes, and values that enable teachers to effectively address real-world

[1] Bianchi, G., Pisiotis, U. and Cabrera Giraldez, M., GreenComp The European sustainability competence framework, Punie, Y. and Bacigalupo, M. editor(s), EUR 30955 EN, Publications Office of the European Union, Luxembourg, 2022, ISBN 978-92-76-46485-3, doi:10.2760/13286, JRC128040.

sustainability problems, challenges, and opportunities, taking into account regional and local circumstances".

Sustainable Food Systems (SFS): *"A system of food production, processing, distribution and consumption that is actively seeking to* ***reduce*** *Greenhouse Gas Emissions (GHG emissions) and other negative impacts such as food waste, loss of biodiversity and lifestyle related diseases, while* ***contributing*** *towards effective food security, fair prices and nutritional wellbeing. Next to* ***circularity*** *and* ***plant-based food****,* ***cross-sector collaborations****,* ***citizen involvement*** *and the* ***education of future generations*** *are considered as key principles*."

1.4 Background

The findings of Work Package 2 on User Needs, the relevant European Policies and the Sustainability Competence Frameworks provided a background to tasks in WP3 related to the training framework. Deliverable D2.1; *Needs Analysis Report* identified teachers' needs, while D2.2; *Harmonising with European Policies* and D2.3; *Key Features of the Sustainability Competence* considered implementation prospects, enablers and barriers in partner countries such as Greece, Sweden, Denmark, The Netherlands, Spain and Portugal.

1.5 Structure

Chapter 1: Gives an overview of this document, providing its scope, the definitions used and its structure.

Chapter 2: presents shortly the **initial concepts** and **state of the art** review in the theme of sustainability competence, the teachers needs analysis performed in Foodshift Pathways, the respective policy framework, the aims of the Foodshift Pathways project, as well as the ways that the project will try to meet the documented teachers' needs.

Chapter 3: describes the Foodshift Pathways **Training Process** and expected outcomes, designed based on the needs analysis performed and the state-of-the-art review.

Chapter 4: describes the Foodshift Pathways **Training Programme Design**, the training methodology, the cycles of training implementation, Activity Guidelines, as well as the generic Design of the Training Curriculum for the face-to-face workshops, that might be adapted for use in different contexts/localised.

Chapter 5: presents the Foodshift Pathways **training modules** based on the 6 interactive videos produced. For each Module there is a description of the aims and objectives followed by the sub-module titles contained in it. For the first module information on the learning activities and a description of the context is presented. In each scenario the competences from the GreenComp related are mentioned. Also, resources for further studying; documents, articles, videos, podcasts or examples of best practice are listed. The final version of the guide will contain such information for all the Modules.

Chapter 6: presents an **example of a Learning Scenario** developed in order to be deployed during the (workshops), as well as be available online for interested trainees to work at their own pace. The scenarios are provided as examples that could be adapted to educational situations and regional particularities. In this chapter, indicative Guidelines/Training Resources are introduced on how users can upload their resources on the teacher communities created on SALL portal, as well as how to design their learning scenarios following the Foodshift Pathways templates/open learning scenarios.

Chapter 7: presents indicative **user-generated content** that can serve as use cases for interested education stakeholders around the theme of Sustainable and Healthy Food Systems. These resources can be accessed through the Foodshift Pathways Summer school community on SALL Portal (https://www.schoolofthefuture.eu/en/community/Foodshift -summer-school-2023).

2. Initial concepts

The current FS is contributing to 30% of the European share of global greenhouse gas (GHG) emissions, with 24% alone coming from animal-based-food and 6% from food loss and waste. The need for arable soil to grow crops for feeding livestock results in a high pressure on land use, biodiversity, and water resources. Furthermore, unhealthy diets associated with a high intake of red meat, sugar, and saturated fat, are linked with several non-communicable diseases that are contributing to more than 70% of all deaths in Europe. More sustainable and plant-based food production and consumption is the most effective way to reduce GHG emissions and other impacts from the FS6 and will also benefit human health. However, despite increased acknowledgement of the need for a sustainable food system (SFS) transformation, dietary change is limited, and many farmers and other FS actors are hesitant to support a transition towards a more sustainable and plant-based FS. Furthermore, the need for food aid solutions continues to rise due to the most recent crisis with rising poverty, migration and refugees. If we are to be able to feed the growing global population, we need to change the way we produce and consume our food. There are already severe famines in several places, so with both climate change and a growing world population, we need to reinvent our fs and think circularly, more plant-based, creatively and in broad collaborations. The food crisis of the future requires that we act with timely care - and that we mobilise future generations to think creatively, solution-oriented and innovatively. The timing is thus critical and there is a need for urgent actions, the role of education is critical in order to raise awareness and empower citizens towards environmental actions. However, teachers and students' competences are missing and the food systems topic is poorly integrated into current curricula. In this framework FoodSHIFT Pathways aims to provide educational communities with tools and insights targeting at overcoming the food crisis by supporting teachers and schools in their efforts to educate future generations to think creatively, solution-oriented and innovatively. The core outcome will be a series of innovative practices enriched with interactive digital resources – the FoodSHIFT Pathways –which will focus on presenting future-thinking approaches to SFS in a pragmatic, hands-on and empowering way. Using interactive videos and digital storytelling techniques these practices will be treated as case studies for the participating schools to explore and develop innovative projects and activities that are expected to support their behavioural change towards the FS while at the same time, they will raise awareness on the issue in the local communities of the participating schools.

Healthy food systems are a parallel and fully compatible concept of the sustainable food systems, promoting the well-being of both people and the planet. These systems prioritize the production and distribution of nutrient-rich foods that support human

health and reduce the burden of diet-related diseases[2]. Sustainable food systems emphasize the importance of local and seasonal produce, encouraging the consumption of fresh, unprocessed foods, something integral to Healthy food systems too[3]. In addition, healthy food systems promote diversified, often plant-based diets, rich in fruits, vegetables, whole grains, and alternative protein sources, which contribute to better nutrition and overall health[4], both for kids and adults. Promoting access to healthy foods for all socio-economic groups is a central concept in this scheme[5], aiming to reduce food disparities and improve food security, as well as healthy food security, with "food-deserts", where local communities lack access to healthy food, is a very important social challenge to overcome, as it is mainly relevant to rural and sub-urban areas with a low socioeconomic status[6]. Another key concept for Healthy food systems is the required training of the consumer, i.e., the end-recipient of the diet (in FoodSHIFT pathways this obviously refers to children trained through schools), through education and awareness programs to promote healthy eating habits and food literacy, hopefully leading to better and healthier overall dietary habits[4]. In summary, healthy food systems, are compatible and complementary to sustainable food systems, as they consider similar attitudes of the food production-to-consumption network, targeting at sustainable and healthy local communities and populations.

In this project, the main concepts of education and children awareness training are examined through the perspective of the Sustainable Food Systems, but FoodSHIFT Pathways also keeps the Healthy Food Systems in mind, incorporating them within its overall vision.

2.1 Sustainability competence

Based on the GreenComp the sustainability competences are:

Embodying sustainability:

- Valuing Sustainability
- Supporting Fairness
- Promoting Nature

Embracing complexity in sustainability:

[2] Meybeck A, Gitz V. Sustainable diets within sustainable food systems. Proc Nutr Soc. 2017 Feb;76(1):1-11. doi: 10.1017/S0029665116000653. PMID: 28195528

[3] Alsaffar AA. Sustainable diets: The interaction between food industry, nutrition, health and the environment. Food Sci Technol Int. 2016 Mar;22(2):102-11. doi: 10.1177/1082013215572029. Epub 2015 Feb 13. PMID: 25680370.

[4] Dwivedi SL, Lammerts van Bueren ET, Ceccarelli S, Grando S, Upadhyaya HD, Ortiz R. Diversifying Food Systems in the Pursuit of Sustainable Food Production and Healthy Diets. Trends Plant Sci. 2017 Oct;22(10):842-856. doi: 10.1016/j.tplants.2017.06.011. Epub 2017 Jul 14. PMID: 28716581.

[5] Berry EM. Sustainable Food Systems and the Mediterranean Diet. Nutrients. 2019 Sep 16;11(9):2229. doi: 10.3390/nu11092229. PMID: 31527411; PMCID: PMC6769950.

[6] Gordon-Larsen P. Food availability/convenience and obesity. Adv Nutr. 2014 Nov 14;5(6):809-17. doi: 10.3945/an.114.007070. PMID: 25398746; PMCID: PMC4224220.

- System Thinking
- Critical Thinking
- Problem Framing

Envisioning sustainable futures:

- Futures literacy
- Adaptability
- Exploratory thinking

Action for Sustainability:

- Political agency
- Collective action
- Individual Initiative

More about the establishment of the SC can be found in the report on R2.3: Key features of Sustainable Competences.

From the Needs analysis review with teachers and food system stakeholders organised in WP2 as well as from the focus groups analysis, when asked to select the competences that are considered most important in educating about Sustainable and Healthy Food Systems, the following competences came out on top.

Valuing the environment	Valuing sustainability aims to foster reflection on values and perspectives in relation to concerns for sustainability. In this context, learners can articulate their values and consider their alignment with sustainability as the common goal. Valuing sustainability could be defined as a meta competence, since its primary aim is not to teach specific values, but make learners realise that values are constructs and people can choose which values to prioritise in their lives31. Valuing sustainability enables learners to reflect on their way of thinking, their plans, and their actions. It asks them whether these cause any harm and are in line with sustainability values and thus contribute to sustainability. It offers learners an opportunity to discuss and reflect on values, their variety and culture-dependence.
Critical thinking	Critical thinking is considered fundamental for learners 'to cope with uncertainty, complexity, and change'45. Critical thinking is a high-level cognitive process, which includes several skills needed for evaluating and understanding information regarding sustainability problems. This enables learners to broaden their views without taking information and information sources for granted. Eventually, learners should be comfortable when acquiring and integrating information from different disciplines46. A critical outlook allows learners to challenge, and change, their values, perspectives and understanding of the world47.
Understanding society	An important part of teaching sustainable food systems is to understand the human dimension of a problem. In cases like the conflicts around the nitrogen policies in the Netherlands the society tends to rather quickly jump into the polarised vie points of being in favour of or against something, a law, a party or a group. The farmers received both, wide societal support like recently during the provincial elections, but also blame for having destroyed the environment, turning recreational landscapes into stinking industrial plains or for blocking the traffic with their protests (see Fig. 10).

Innovative problem solving	To formulate current or potential challenges as the sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems. This should encourage children to use their creativity and imagination, but also good examples from other fields to make constructive proposals for solving a problem. It is important that children are not just confronted with problems as unsurmountable issues, but that they feel empowered to act and overcome problems, if possible in a community and by good communication.

Thus, with the proposed pedagogical design of Foodshift Pathways we aim at supporting teachers in developing these competences of their students.

2.2 Teacher Needs

Policy developments often do not yield substantial or widespread changes in the day-to-day teaching practices of educators. The real challenge lies in the translation of these policies into actionable practices within educational settings. Bridging the gap between policy formulation and its practical implementation on a large scale presents a formidable task. One of the primary obstacles hindering the effective execution of these policies is the lack of comprehensive initial education and training for teachers, along with a lack of ongoing systematic support. Teachers require the skills and competencies necessary to effectively deliver these educational initiatives. Unfortunately, this deficiency is even more pronounced among secondary school educators. Most of their training has not adequately prepared them for holistic teaching methods and cross-curricular approaches, in stark contrast to primary school teachers who may possess more expertise in multidisciplinary teaching methods (as highlighted in the Cluster SC-Curriculum Reform Peer Learning Activity "Fostering Cross-curricular SC for Creativity and Innovation"[7] in 2008). It is crucial to acknowledge that teachers require ongoing support in their daily teaching practices. This support should encompass training, and access to specific examples of best practices. Teachers frequently encounter challenges when trying to translate policy mandates into tangible classroom actions, particularly when they lack the necessary foundational knowledge.

To address the evolving needs of the European Union, it is imperative to conduct research, develop new policies, and implement innovative practices within the

[7] Cluster SC-Curriculum Reform Peer Learning Activity "Fostering Cross-curricular SC for Creativity and Innovation" in 2008

education sector. This approach will help align educational practices more effectively with the ever-changing requirements of the EU, ultimately ensuring that policies are not just formulated but also effectively carried out in the classroom.

The *Needs Analysis Report* shows that teachers are generally open and positive towards enhancing the sustainability and healthy competencies of their students and they feel that sustainable and healthy food system is an important topic to address. However, there are gaps in the curriculum where the topic can be integrated. In all cases they feel that they would need support in integrating the topic in their educational practice and the typical barriers of time restrictions are reported through the needs analysis. This means that through the support provided by the project to teachers we need to be as effective as possible, with anchors to the curriculum where the multidisciplinary activities might be integrated, as well as with proposal on how external stakeholders might be engaged in educational activities and ways to support collaboration among teachers especially in secondary education settings. They are interested in courses and workshops that can help them expand their knowledge about how to teach SC.

2.3 Harmonising with European Policies

In D2.2: Harmonising with European Policies Report based on a review of 10 European and 4 non-European policy initiatives between 2011 and 2023, nine prominent issues considered relevant in the context of a transition towards a sustainable food system were identified, namely (1) food waste, (2) food security, (3) innovation, (4) system approach, (5) environment/climate change, (6) system approach, (7) health, (8) production, (9) circular economy and (8) education. After analysis, two policy gaps were identified: food security and education. The latter is what we are trying to address in the context of FoodSHIFT Pathways Project.

Finally, four learning approaches, namely exploration, critical thinking, practice and collaboration were identified relevant with the above policies and have been considered as input to forming the pedagogical design principles (D2.4 Pedagogical Design). To this goal, differences in availability of resources and approaches to teaching and learning in the different partner countries are to be taken into consideration when developing Foodshift Pathways training/support to teachers.

2.4 The FoodSHIFT Pathways Project

The aim of the Foodshift Pathways (FSP) project is to have a positive impact on the development of students' SC through building teachers' capacity. To achieve this, a pilot teachers' training methodology will be developed on the didactics of SC, especially

on the four competences that have been reported as priority: Valuing the environment; Critical thinking Understanding society and Innovative problem solving. The methods of the project are founded on a holistic view of students learning, personal and social development, going beyond subject boundaries and finding application in a wide spectrum of curriculum subjects.

The project aims to add its contribution towards improvement of the quality of environmental education particularly on the topic of SFS by addressing:

1) Teachers' awareness of SC;
2) Teachers' professional skills regarding the didactics of the SC,
3) Students' acquisition of SC and underlying skills of critical thinking, problem solving.

The impact of the training material will be assessed by analysing qualitative dimensions, such as the enhancement of students SC, behavioural change of teachers and students towards environmental attitudes and qualitative and quantitative characteristics of user-generated content uploaded on the digital communities created for teachers support. More on D5.1 *Quality Assurance & Validation Plan.*

2.5 How FSP corresponds to Teachers Needs

According to the identified needs, the training framework will include training on the methodological approaches on how teachers can effectively teach while simultaneously enhancing students' competences. The training framework includes references to case studies and examples of good practice collected from previous initiatives and projects on how teachers can design activities that promote the enhancement of sustainability competences. Additional modules aiming to operationalize innovative approaches will be developed and tested in the framework of the project. The modular approach of the training methodology will allow (in parallel with the systematic mapping of needs) the localisation of the approach in the 6 implementation countries (and beyond).
The Foodshift Pathways project will provide a pilot teacher training methodology on the didactics of sustainability competences. The project methods are founded on a holistic view of students' learning, and their personal and social development. The approach is designed to go beyond subject boundaries and find application in a wide spectrum of curriculum subjects such as environmental education, science, biology, social sciences and history, arts and cultural education, languages.

The Foodshift Pathways approach contributes to the development of teachers' ability to enhance students' sustainability competence. Moreover, the proposed approach promotes the SC by all, irrespective of student's personal and social backgrounds. The

Foodshift Pathways training programme will focus particularly on the 4 sustainability competences reported as important from teachers from partner countries.:

The activities of Work Package 2 of the project produced reports on User Needs and the State-of-the-Art Report related to Transversal Key Competency teaching among and for teachers (Foodshift Pathways Deliverable D2.1). The *Needs Analysis Report* was compiled from interviews, on-line surveys/questionnaires and focus groups with teachers and fs actors from participating countries. This helped to identify their training needs in relation to the teaching of the SC.

The course is inspired by whole-school approach/methodologies and the open schooling model. This means teachers taking the training course or course modules will be supported to apply the living labs approach to their teaching practice engaging external stakeholders in the process. Depending on the students' age the proposed activities will have different levels of complexity. In addition, teachers will have access to Schools as Living Labs (SALL) repository to access and publish learning resources created during the Foodshift Pathways training activities. SALL project aims to demonstrate ways to involve school communities in whole school approaches and living labs methodology.

3. The Foodshift Pathways Training Process & learning outcomes

3.1 Foodshift Pathways learning outcomes

What we are aiming at with the FSP training resources is to enhance teachers' competences with the utter goal to in supporting their students in developing their SC, raise their awareness and act as change agents for their schools; opening up and collaborating with external stakeholders in addressing social environmental challenges with a focus on the food system related ones. Utter goal apart from developing students' global competence, green skills is the positive attitude towards sustainable and healthy lifestyles. The evaluation metrics are presented in D5.1 Quality Assurance & Validation Plan.

The Foodshift Pathways expected learning outcomes are the following and according to them the training modules have been designed:

1. **Design**
   - 1.1. Derive Learning Objectives from a SC (GreenComp Framework)
   - 1.2. Design a Learning Scenario/Programme for Acquisition of SC
   - 1.3. Derive Assessment Plan from Learning Objectives
   - 1.4. Plan Monitoring and Reporting

2. **Prepare**
   - 2.1. Prepare Learning Environment for Acquisition of SC
   - 2.2. Identify / Select / Adapt / Develop Learning Material and Technologies Supporting Relevant Practice –
   - 2.3. Identify / Select / Engage societal actors

3. **Implement**
   - 3.1. Implement a Learning Scenario/Programme for Acquisition of SC
   - 3.2. Use Digital Technologies to Support Learning and Assessment
   - 3.3. Monitor and Assess Learning to Inform Further Learning

4. **Review**
   - 4.1. Review an Educational Scenario/Programme for Acquisition of SC

4. Training Framework Design

4.1 Training Methodology

The Foodshift Pathways training programme is an innovative approach to allow teachers to acquire the skills and competencies to teach their students the SC and especially Valuing the environment, Critical thinking, Understanding society and Innovative problem solving. This training course could be described as a journey of discovery using the open schooling method (living labs approach). The teachers participating in the training will work and learn from the activities they carry out in their own classrooms. The work will involve:

- Creating Educational Scenarios
- Self-reflection / Self-assessment.

The work can also include peer-to-peer assessment and working in collaborative groups, sharing ideas resources and best practices.

The training course is designed in a roadmap style where teachers can pick a competency stage (in a course module or sub-module) of their choice. Having completed it they can then move onto the next stage.

Since the national curricula in each participating country are different the teacher should decide how best to introduce and integrate the topic of SFS in the national curriculum. There will be exemplars and best practice materials to help the teacher in this task. The modules contain suggested learning outcomes, and the relevant sustainability competences to be acquired. On top, teachers will be supported with guidelines in the process of adapting and further enriching the initially provided resources and materials. All these materials will be available on the Foodshift Pathways community through SALL repository in which trainees will be also able to contribute their resources as they carry out their training and implement in class in a further step.

4.2 Teacher Activity Guidelines

The following guidelines are an indication of what teachers who take the course can expect and the activities which they will engage.

How to register in the Portal as a Teacher, School Manager or Visitor

During the registration process, you will be required to select 1 out of 3 distinct roles. The user can be registered as a Teacher, School Manager or Visitor.

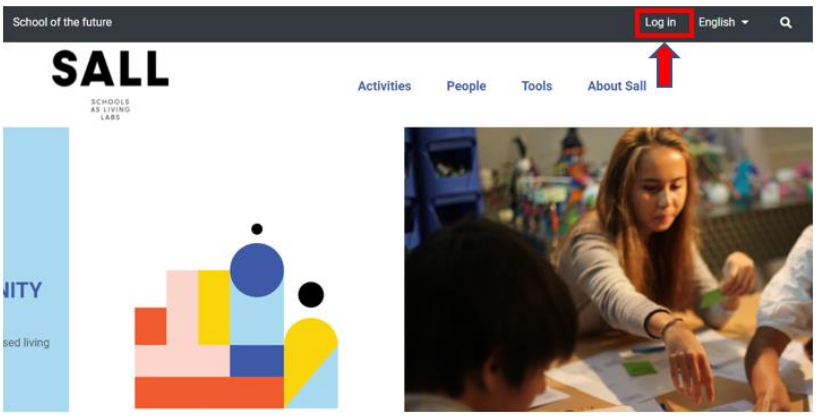
The **Teacher role** is to only create and implement educational material.

The **School Manager role** is allowed to register and manage both his school and the educational material in the Portal following the living lab methodology.

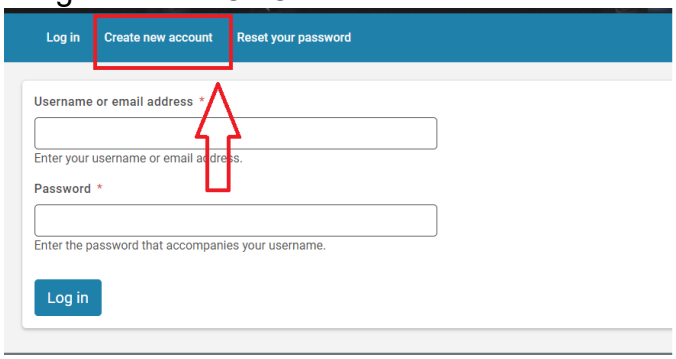
The **Visitor role** is ideal for the users that seek to explore the Portal and there is no need to acquire educational privileges.

To login, please follow the steps below:

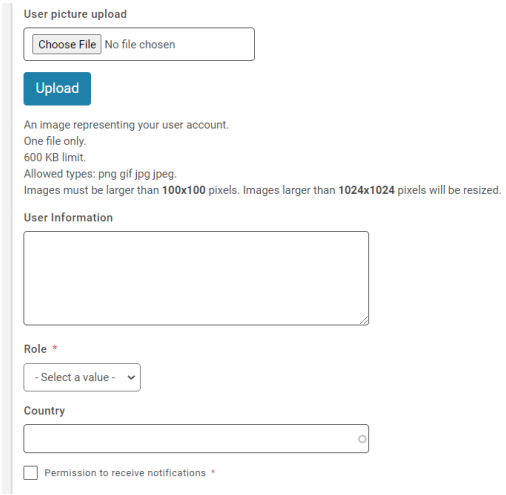
1) Initiate the registration process – Press the login button



2) Create a new account or register with your OSOS account – SALL is integrated with OSOS



3) Fill in your user information – remember to select the correct user Role



At the end of this process, the administrator verifies that you are a real user and provides access to the Portal.[8]

[8] This is not an automated process, and all users will be manually verified from the administrator in order to ensure the smooth functionality of the infrastructure. We would like to ask for your patience and understanding if you get not directly registered, especially during out of office hours or public holidays.

How to register a school in the Portal as a School Manager

The process for registering a school in the portal starts with the user that has the role of a **School Manager**. In order to complete the registration and administration of the school, it is important to connect the specific school with a teacher from the school that is responsible for the management of its profile – The school manager. The teacher is a registered user in the portal and as soon as he/she receives an invitation from the National Coordinator he/she also becomes a School Manager.

1) Navigate to Schools tab from the top menu or from your personal profile page

2) Press the "Register a School" button

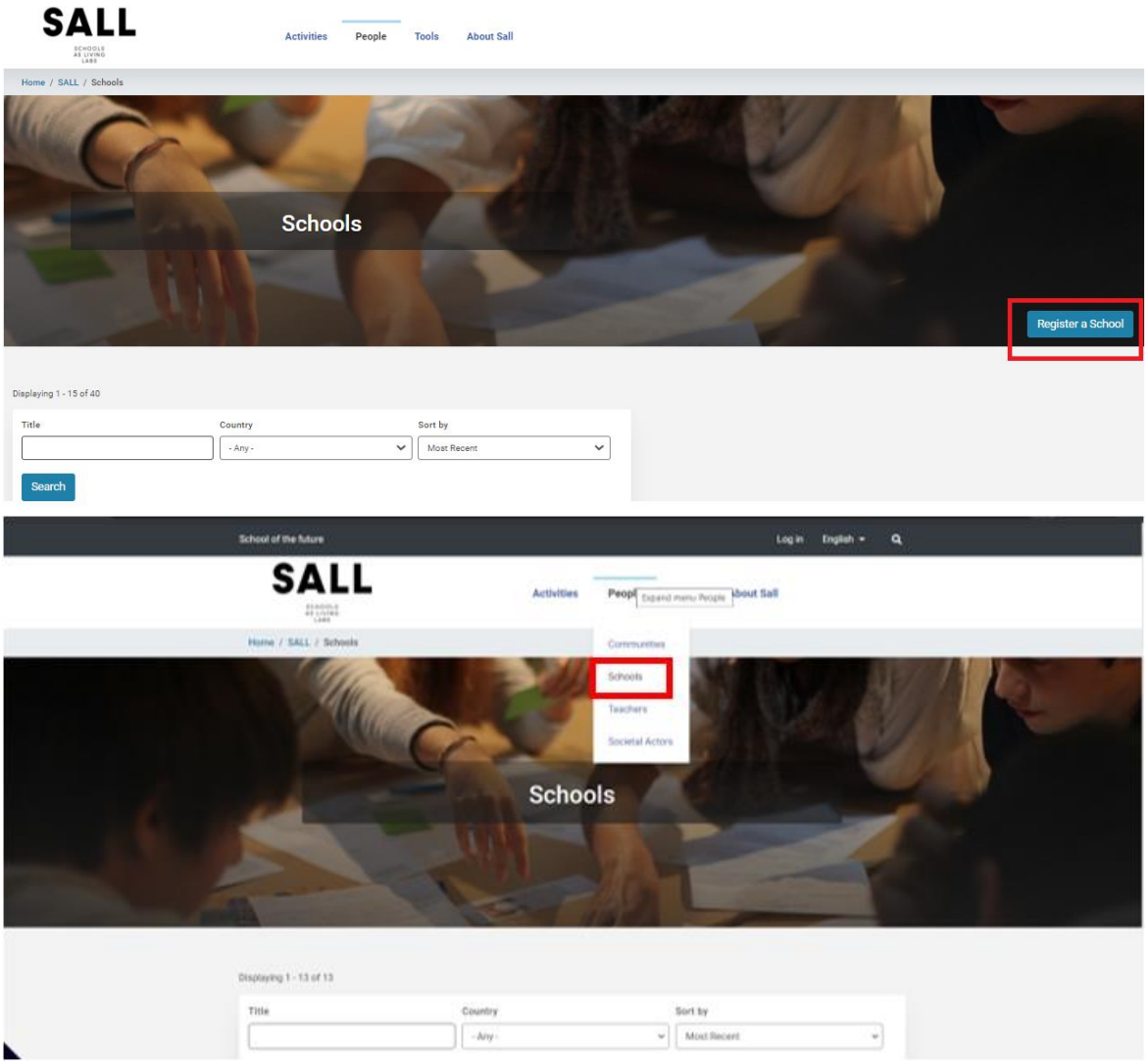


Figure 1: School registration from schools' area

Alternatively, you can register a school from your profile page:

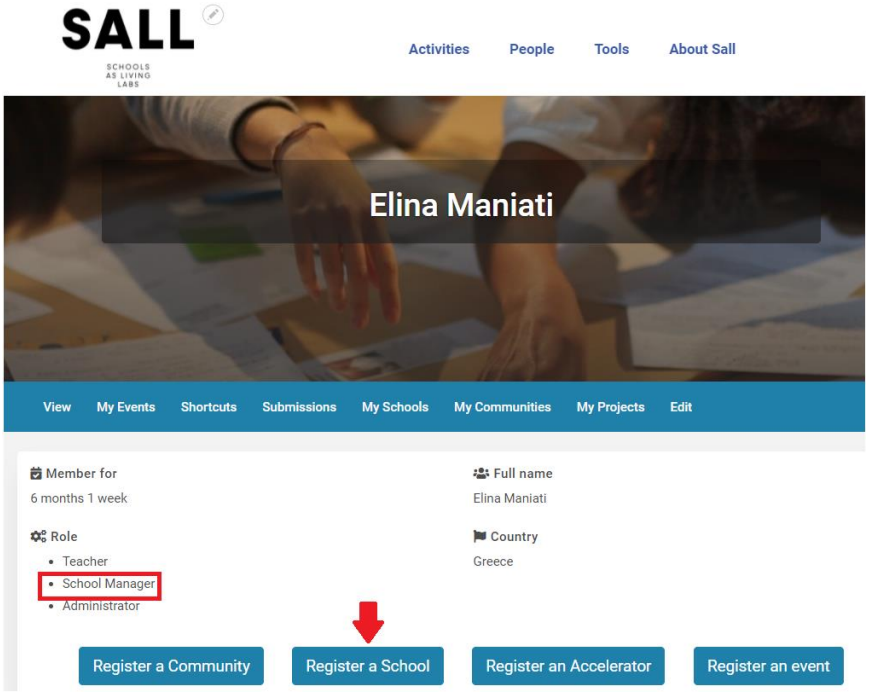
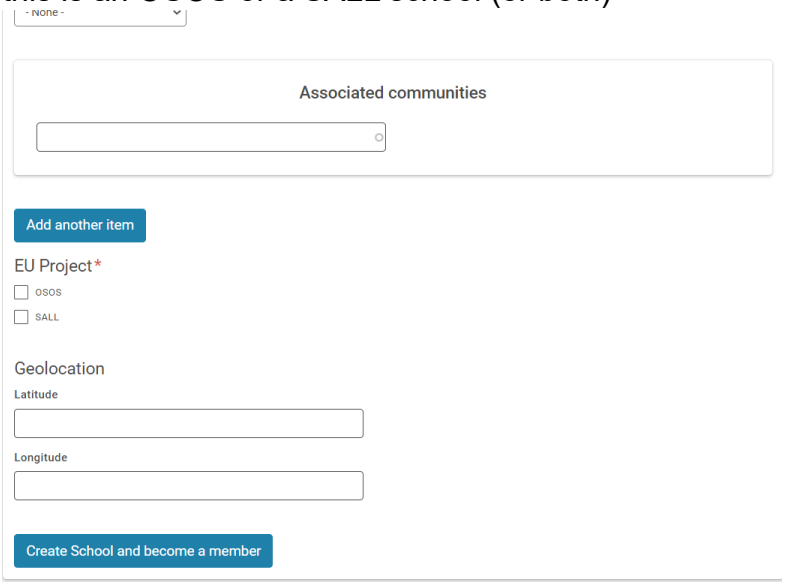


Figure 2: School registration from your profile page

1) Fill in the information of the school – Remember to choose the project, if this is an OSOS or a SALL school (or both)



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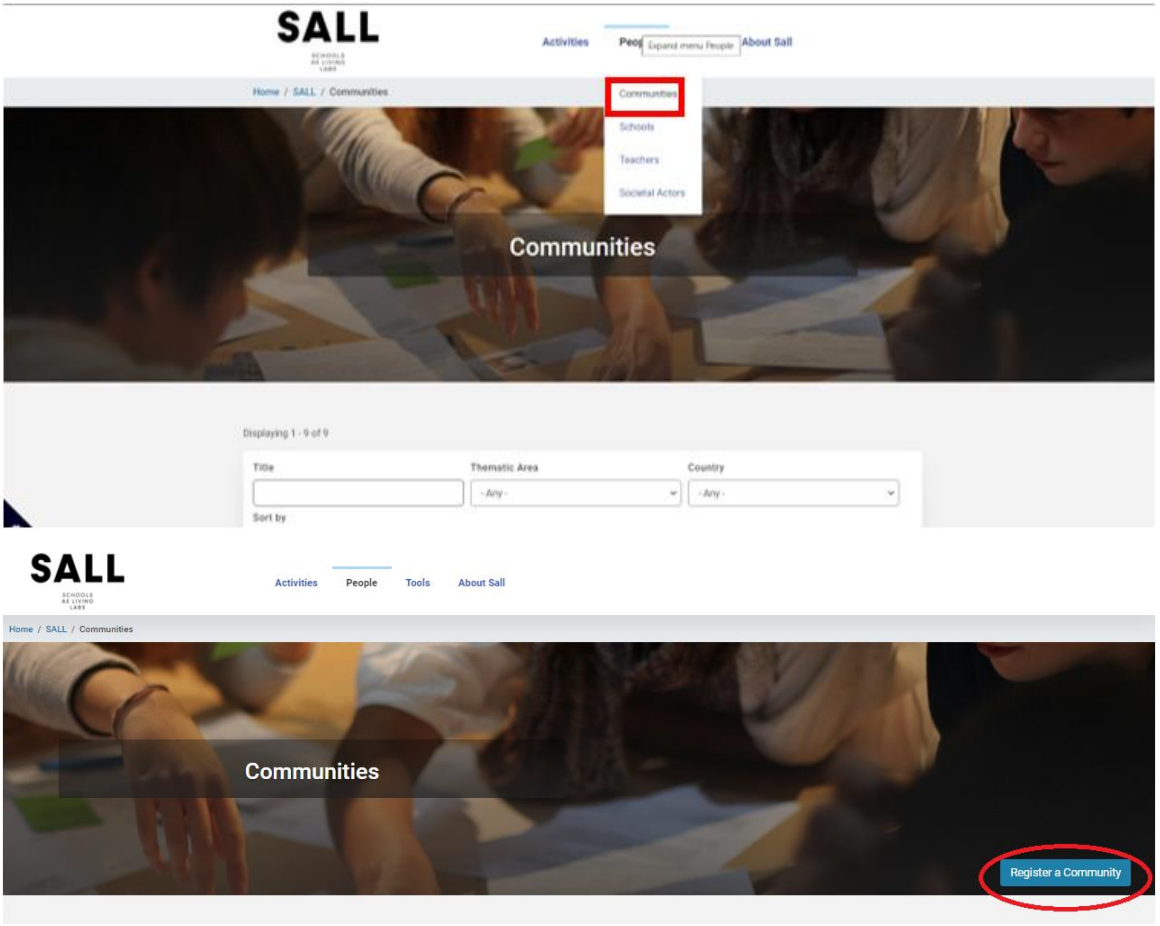
[9] If your school is already registered in OSOS, you don't have to follow this process. You can edit your school and tick the SALL box under the EU Project field. **Please remember that if you choose this approach, you transfer the school and all the teachers under the school to SALL project**

How to create a Community

1) Navigate to Communities tab from the top menu

2) Press the "Register a Community" button



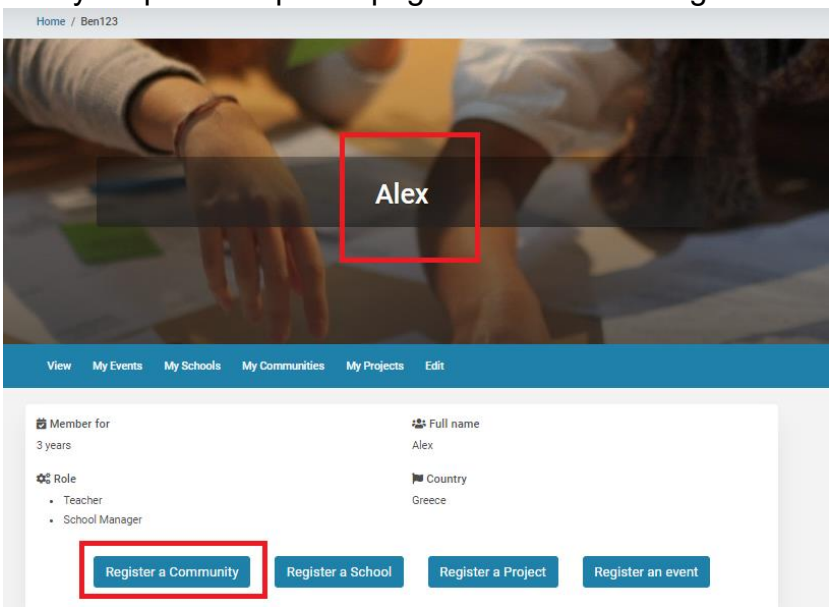
3) Add all the information related to your community

4) Finalize the Community

5) Wait for the administrator to approve the community registration

Alternatively, you may create a community from your profile page.

Visit your personal profile page and click the "Register a Community" button



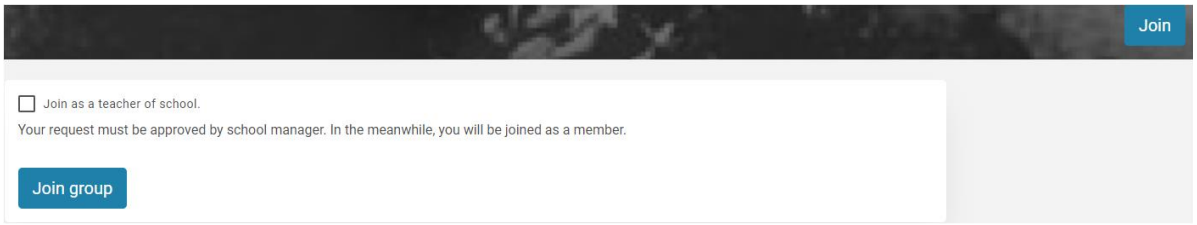
10

[10] You can create a community that is Area-related (e.g., Greek Schools of SALL) and/or create a Community that it is Topic-related (e.g., Green Energy Community) and/or both.

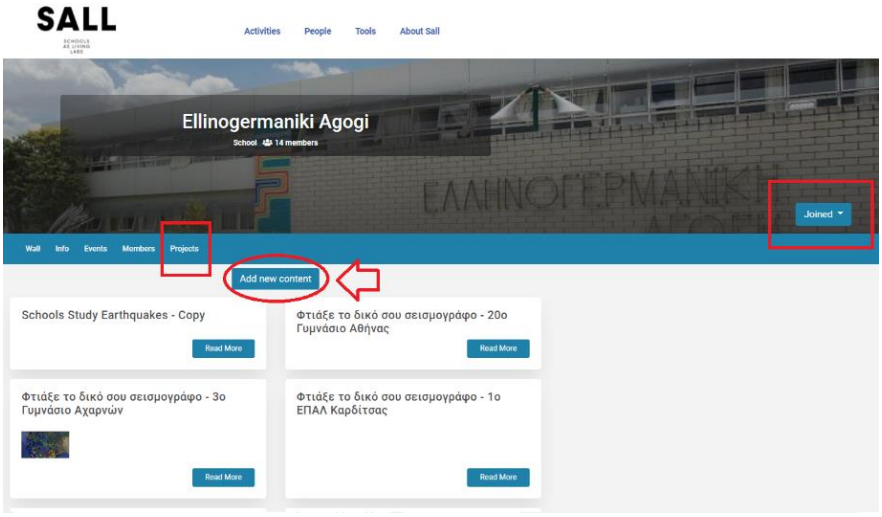
How to create a Project as a Teacher or School manager

Only school managers and assigned teachers linked to a specific school are eligible to create a project. The school managers/teachers are authorized to create a draft project which will be then implemented and finalized by the students. Moreover, **the project is always linked with a school**, so when the school manager/teacher creates a project it is placed directly under his school

1) Login as a Teacher
2) Join as a Teacher to the specific school under which your want to create your project (remember to tick the box "Join as a teacher of school and then "Join Group").
3) Wait approval from the School Manager.



4) Go to "My Schools" area
5) Create a project by pressing the "Add new content" button, as soon as you become a Teacher under this School.



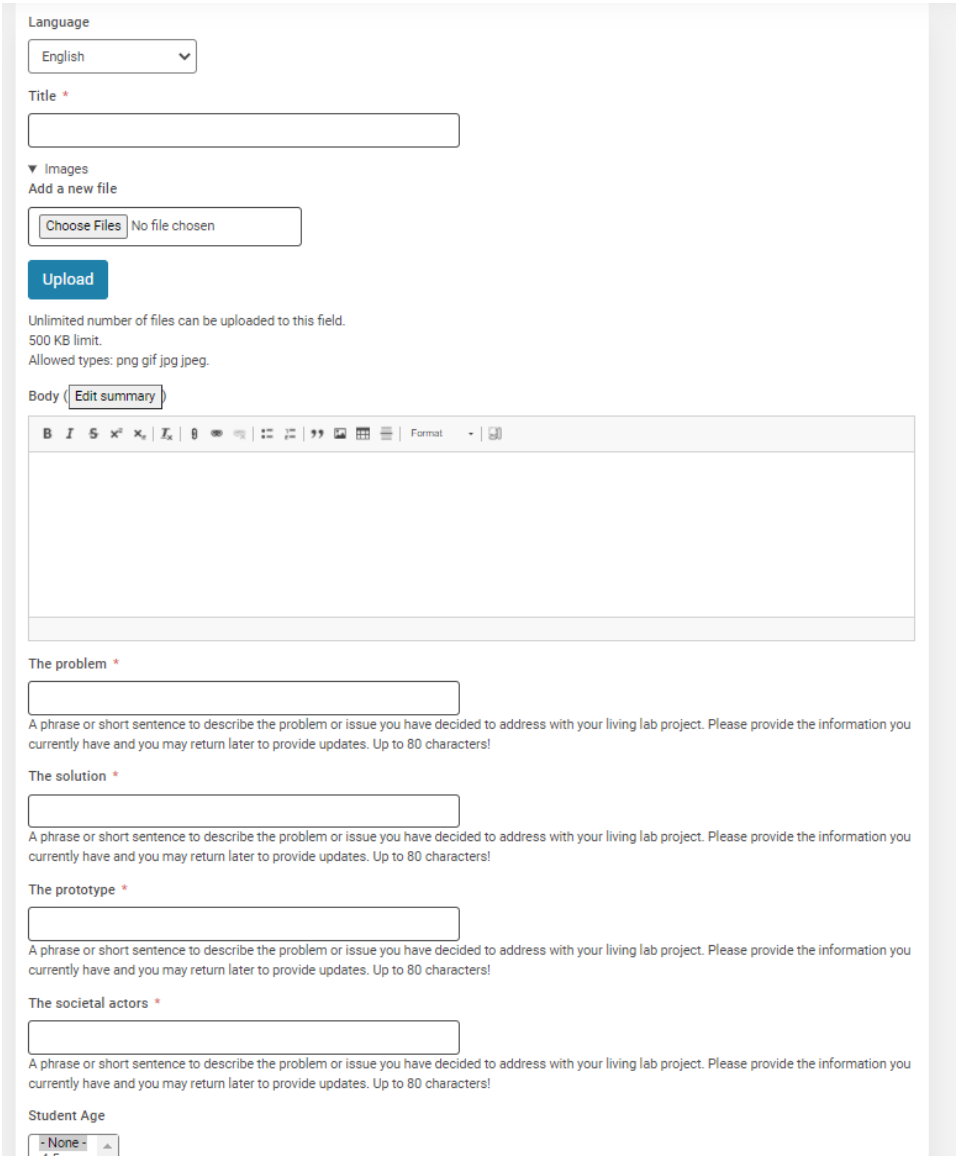
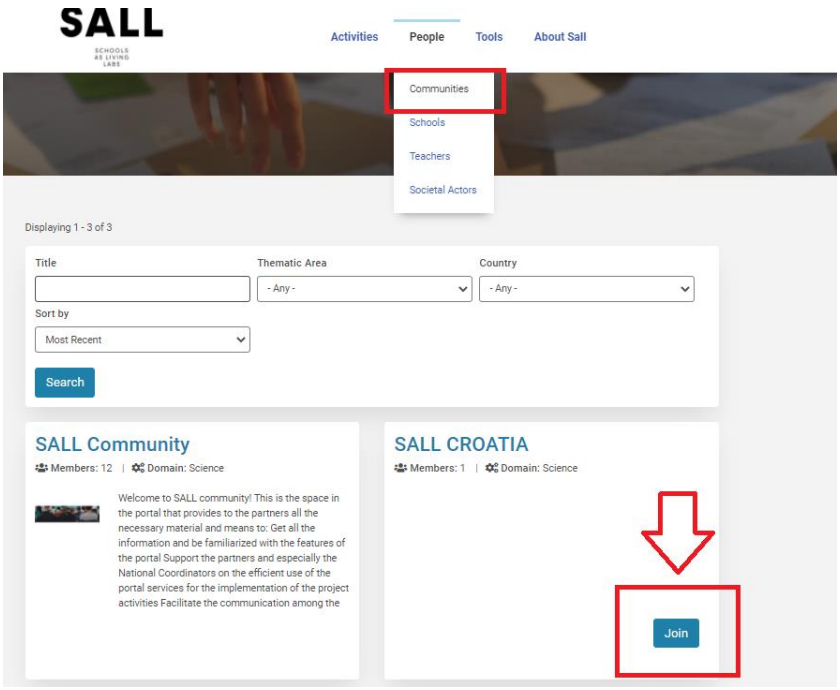


Figure 3: Project Template

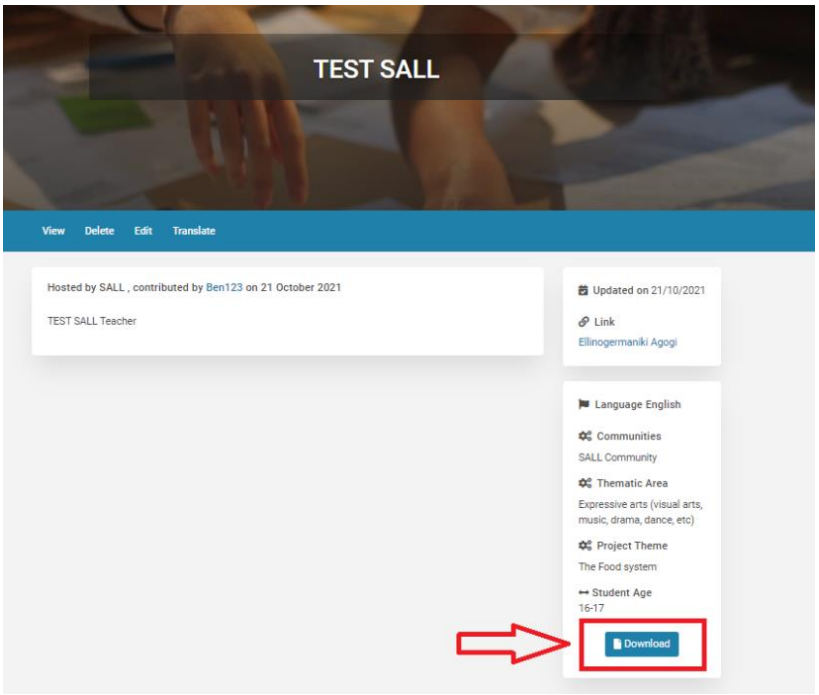
How to join a Community

Go to the "Communities" tab, search for a specific community or find it by scrolling down the available Communities and click the "join" button.



How to share the project

Go to your draft project and download it as .pdf. Now you can share it.



Peer assessment activity instructions

Step 1 – Submit your Learning Scenario

By now, you should have finished filling in all parts of your template. If you have not completed your Learning Scenario yet, please, do so now. You can find the template in Annex 1. Consider having your Learning Scenario in English as well for sharing among the community. Important note: To upload your learning scenario please follow these steps (see guidelines above)

Step 2 - Review Peers' Learning Scenarios

We ask you to review the work of your peers through the rubric (pls see Annex 2). The rubric consists of several criteria, a set of options for each criterion and a text box for written feedback. Go through each of the categories and identify to what extent the activity masters the particular aspects. It is crucial that you provide fair, encouraging and helpful feedback that allows your peers to improve their LS. When you review a Learning Scenario, you evaluate each criterion, select (X) the option that best describes how well the response met that criterion and provide written feedback for each criterion. Important note: the peer assessment activity is a time for you to share your LS and to provide constructive feedback to your peers. Therefore, feedback such as "Thank you", "Well done", "Congrats", etc. is not constructive feedback.

Step 3 - The Feedback from your Peers

You can see the feedback you received from the peers who reviewed your Learning Scenario.

4.3 Cycles of implementation- Timetable

Foodshift Pathways training programme is spanned into two implementation phases. The first training cycle is scheduled for the period November 2023 – July 2024 and the second training cycle for the period November 2024 – July 2025. Additionally, two 5days teachers training courses will take place open for participations from teachers all around Europe (plus an additional one already on M11 of the project where initial validation of the at the time available outcomes took place). The implementation of the training program includes extended cycles of school centred work. Teachers will continuously give feedback to the academic team about their experiences gained in the classroom. This will not only increase the motivation of the teachers, and give weight to their practical experiences, but also provide the necessary cross-links between theory and practice. Upon suggestions of the teachers, the project team will perform the necessary adjustments to the training approach. Finally, the Foodshift Pathways consortium will deliver a structured and reusable set of guidelines and recommendations which will further support the development and assessment of teacher training programs for development of SC.

4.4 The Design of the Training Curriculum (face to face workshops)

It was decided that the training material should comprise of both generic content, providing high level information relevant to all partner countries, and local content and examples that are only of interest to particular countries. The training material will therefore comprise of theoretical material to introduce topics and concepts and practical material to bring the theory to life – with a particular weighting on the latter. The above training requirements were then further divided into six (6) distinct areas of commonality that would each form key parts of the three (3) hours of seminar-based training. The training sessions are the following ones:

I. **Introduction and overview of the course and the Foodshift Pathways Project (30 minutes):** This would comprise an introductory section to the training objectives, means, and the philosophy of the Foodshift Pathways Project. The introductory video of the project will be demonstrated.

II. **Whole school / open schooling approaches for sustainability teaching: principles, ideas (20 minutes):** This section will try to promote the whole school approach to teachers by demonstrating the benefits regarding the increase of student interest and motivation, as well as the enhancement of students' sustainability competences and particularly (critical thinking, communication, collaboration).

III. **Living labs projects / Use Cases (30 minutes):** This would comprise of introducing the 6 interactive videos as well as the OLS created by the consortium partners.

IV. **Assessment/Reflection Framework (30 minutes):** This would outline how holistic, assessment can be used for evaluating students' acquired competences, such as, rubrics, peer & self-assessment.

V. **Practical training on creating an open schooling/living lab project (50 minutes):** After introducing the initial cases, training will be about adapting and enhancing the current resources to local context and adapting/enriching the videos making them interactive. On top, peer assessment of other participants' outcomes.

VI. **Closing Session (20 minutes):** This would provide an opportunity to remind attendees of the more important aspects of the training and the benefits, of applying whole school approaches for supporting students' SC.

5. The FSP Training Modules

The following represents the layout of the content of the online modules available on the Foodshift Pathways portal page. For each Module there is a description of the aims and objectives of the module followed by the sub-module titles contained in it. Each (sub)-module lists information on the learning activities and a description of the context and success criteria outcomes associated with completing it.

The Foodshift Pathways modules based on the 6 partner videos are the following:

- Module 1: Food advertisements
- Module 2: Sustainable food systems for the new generation
- Module 3: Land Use for Sustainable Food Production
- Module 4: More knowledge, better food choices
- Module 5: Food waste
- Module 6: Local and traditional food

Thematic Module	**Themes**
Module 1: Food advertisement	• Raising awareness about digital food advertisements regards to healthy and sustainable foods • Food advertisements in different neighbourhoods with differing socioeconomic status • Raising awareness about outdoor food advertisement • Local supermarket strategies to promote food within the shop • Local supermarket strategies to promote food through product offers
Module 2: Sustainable food systems for the new generation	• Organic Food • Animal welfare in meat production • The impact of food transportation • Gastronomic week • Zero waste with a real impact • Plant based meals on trial
Module 3: Land Use for Sustainable Food Production	• Digital tool for sustainable land use choices for food production • Raising awareness about sustainable land use • Digital tool for sustainable food production • Sustainable recipes using locally sourced ingredients • Exploring animal vs plant-based diets • Sustainable Food Fair
Module 4: More knowledge, better food choices	• Local and regional products • Say yes to seasonal food • Greener plates for the future • Biodiversity • Importance of consumption of local produce • Principles of the Mediterranean diet

Module 5: Food waste	• Zero waste • Food waste • Make biomaterials using organic food scraps • Learning to Transform Leftovers into Superfood • Imperfect food - Beauty in diversity • Composting • Food waste awareness campaign • Making with biomaterials
Module 6: Local and traditional food	• Food production methods (honey, olive oil) • Olive oil production & waste management • Cooking with Myrtis • A daily meal in Ancient Greece and...now • Local and traditional products

5.1 Module 1. Video: Food Advertisements

Description: This is an example how to work with the video "Food Advertisements" and the Open Learning Scenario "Raising awareness about digital food advertisement".

Direct instruction to the Teacher

Part 1
Watch the interactive video "Food advertisement" with your students. Discuss the video with your students and ask them about their awareness about food advertisements.
Examples of relevant questions 1. What issues are being addressed in the video? 2. Have you ever noticed any food advertisement outdoors? 3. Have you ever noticed any digital food advertisements? 4. What do you think about the nutritional value of the foods that are advertised?

The KI FOOD app (additional supportive material in relation to the Original OLS)

The KI FOOD app[11] is developed by researchers where students can upload screenshots of advertisements. The pictures are stored at a secure server on Karolinska Institutet and can be used for annotation and analysis.

Part 2
Let the students download the KI Food app to their phones. Ask the students to use their regular social media platforms like they usually do for 30 minutes. While using the social media platform, ask the students to take screenshots of all advertising they are exposed to. When the period of time is over, the students will upload the screenshots into the KI Food app.

Part 3
The students will be provided a set of screenshots found on Google Drive. They will be asked to annotate the pictures based on the characteristics of the advertisements, by following the flowchart in Figure 4. Use the nutritional guidelines in Figure 5, as a supporting tool when annotating the food advertisements. When the pictures are annotated, ask the students to make simple graphs about the number of advertisements and the type of advertisements.

[11] The app is also available in English, and free to download for schools after communication with KI.

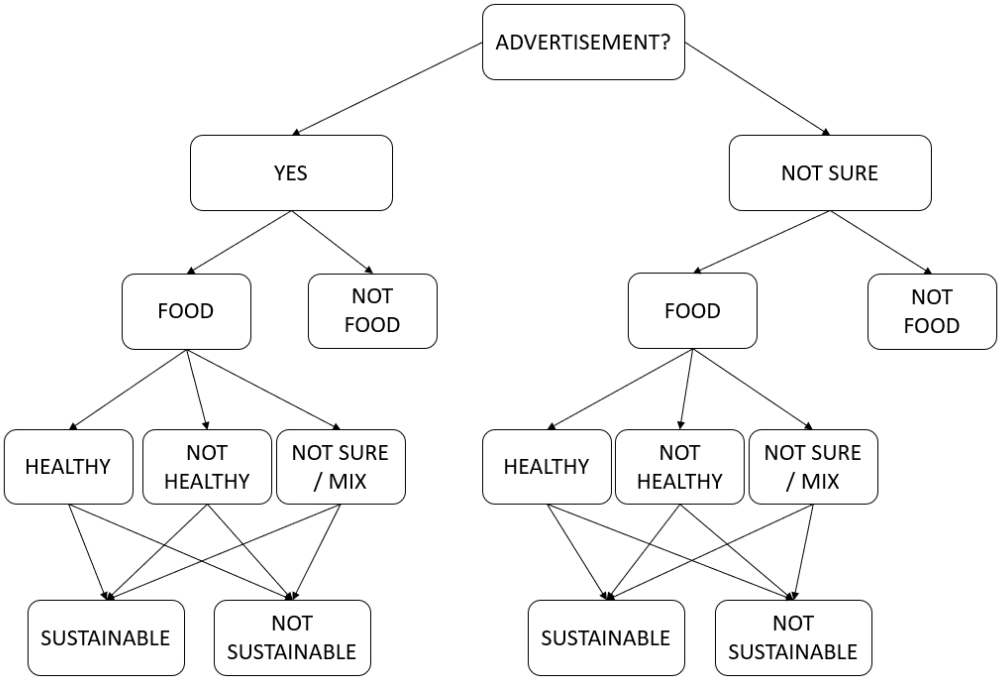


Figure 4. Flowchart, working progress for the annotation of the screenshots.

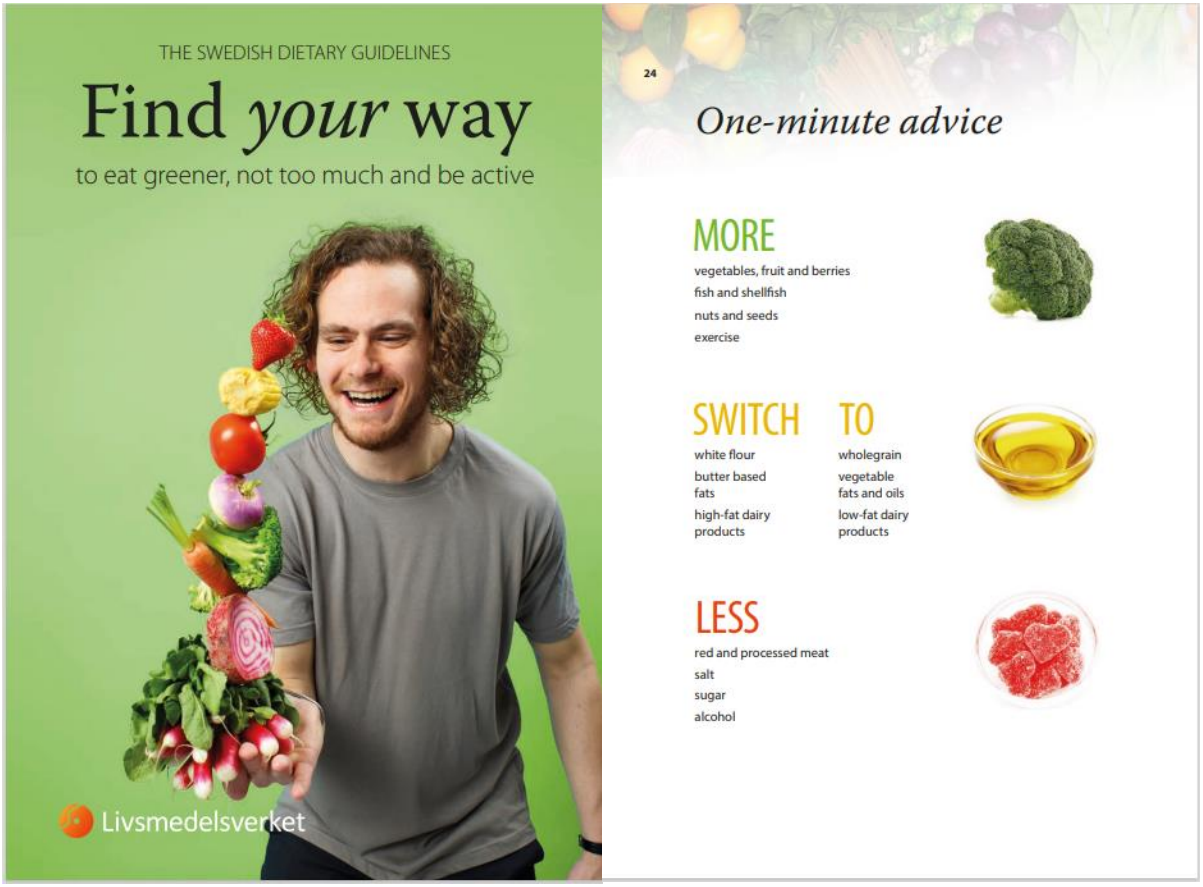


Figure 5. Nutritional Guidelines, provided by Livsmedelsverket[12]

[12] Livsmedelsverket. Find your way - The Swedish dietary guidelines, English. 2017. https://www.livsmedelsverket.se/om-oss/publikationer/sok-publikationer/broschyr/hitta-ditt-satt-engelska

Part 4
Discuss with the students if they had any difficulties annotating the pictures and categorizing the food as healthy/unhealthy. The teacher will provide the students with some statistics over the annotated picture on Google Drive as a reference to support the discussion about the advertisements and the student's findings (Figure 6). Compare and discuss the statistics.

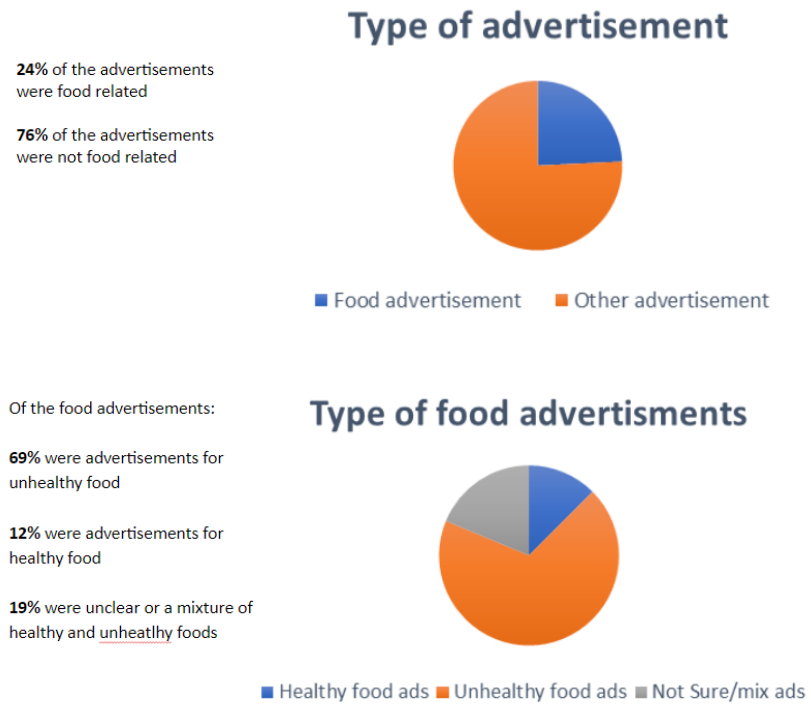


Figure 6. Statistics over annotated pictures, provided to teachers.

Part 4
To end the discussion, raise the questions again about their awareness of food advertisements, and discuss if the awareness of advertisement has changed after doing the exercise.
Examples of relevant questions 1. What do you think about digital food advertisements? 2. How do you think the advertisements are affecting you?

Description:

Specific Objective	Raise students' awareness regarding food advertisements in social media

Context	Study regarding digital food advertisements
Main Outcome(s)	Students aware of the food advertisements found on social media and of their potential impact on their food choices
Pre-requisite(s)	None
Success Criteria	• Students having collected and annotated a sample of food advertisements found on social media
Activities	• Watch the video • Download the KI Food app • Collect and tag food advertisements found on social media
Links and Supporting References:	Mobile app provided by KI Nutritional Guidelines, provided by Livsmedelsverket Google Drive folder with example screenshots

6. Training Scenarios

Training Scenarios have been developed to be deployed during the seminar-based training, as well as be available online for interested trainees to work at their own pace. A learning scenario is a complete description of an educational activity. The scenarios are provided as examples of learning strategies and material content that could be adapted to educational situations and regional particularities. In order for the training to take place successfully it is important to appreciate the context in which it will take place and the enablers and inhibitors that exist. In this chapter, indicative Guidelines /Training Resources are introduced on how users can upload their competence-based resources on the teacher communities created on SALL portal around the theme of competence-based learning, as well as how to design their competence based cross-curricular learning scenarios following the SALL templates describing didactic approaches adapted for Foodshift Pathways (including the description of competences).

6.1 Example 1: Design & Share your educational resources regarding SC Development using the SALL Authoring Tool

The SALL Repository

The SALL Repository is a harvester of Educational Resources, as well as a platform hosting teachers' community. The first step has been the instantiation of a digital

community on the portal of the affiliated project SALL in the thematic area of Sustainable and Healhty Foods Systems. Multilingual sub-communities will be created for users' support in partner countries (EN, EL, NL, ES, DK, PT, SE). Moreover, with an aim to support the engagement of teachers as a series of online, as well as offline events will be designed and delivered (contests, webinars). The initial community that was used during the Summer School 2023 Foodshift Pathways in which the initial project outcomes have been validated is the following:

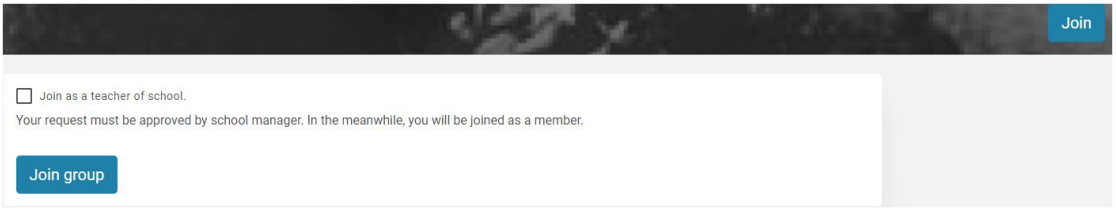
• 2023 summer school, (https://www.schoolofthefuture.eu/en/community/foodshift-summer-school-2023)

Here follow guidelines for teachers on how to upload their project on SALL repository.

How to create a Project as a Teacher or School manager

Only school managers and assigned teachers linked to a specific school are eligible to create a project. The school managers/teachers are authorized to create a draft project which will be then implemented and finalized by the students. Moreover, the project is always linked with a school, so when the school manager/teacher creates a project it is placed directly under his school.

1) Login as a Teacher
2) Join as a Teacher to the specific school under which your want to create your project (remember to tick the box "Join as a teacher of school and then "Join Group").



3) Go to "My Schools" area
4) Create a project by pressing the "Add new content" button, as soon as you become a Teacher under this School.

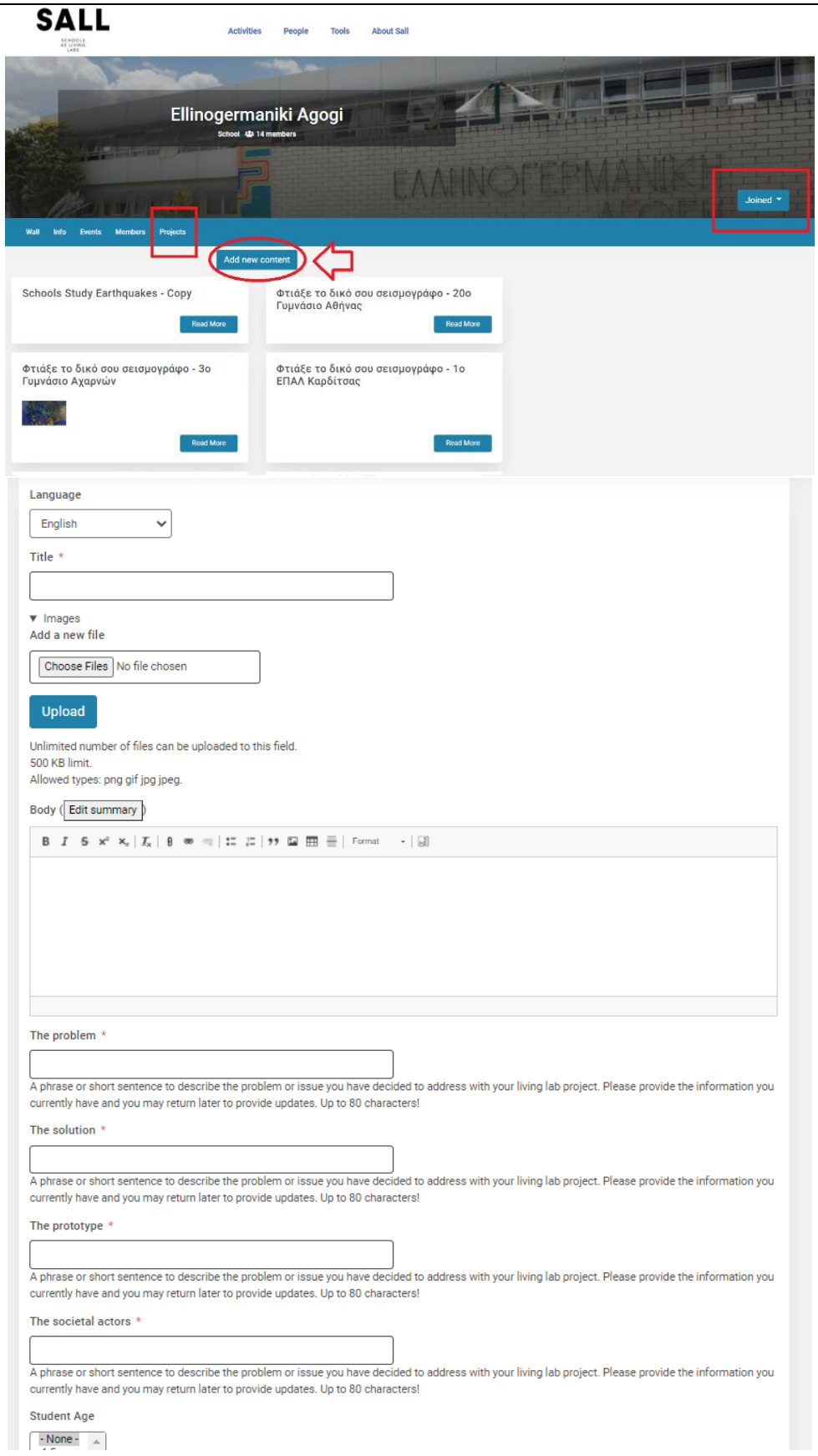


Figure 4: Project Template

6.2 Example 2: Instructions on how to prepare storyboard and audio recordings for different languages & how to prepare text for slides and edit Canva

Here follow guidelines for teachers on how to prepare storyboard and audio recordings for different languages & how to prepare text for slides and edit Canva

How to prepare storyboard and audio recordings for different languages:

Step 1: Begin by translating the storyboard that outlines the content. Include visuals and descriptions for each segment.

Step 2: Record audio in the languages of your country, ensuring clear pronunciation and appropriate pacing. Ensure to use professional equipment for recording.

Additional Materials: Include the English storyboard as an attachment for reference.

How to prepare text for slides and edit Canva

Step 1: Prepare the translation of the text that will be displayed on the slides. Ensure it is concise and relevant to the content.

Step 2: Familiarise yourself with Canva and how to edit slides and audio for your specific language.

Additional Materials: Provide the English slide version to aid in the translation process.

7. User generated resources and scenarios

In the final version of this Guide, in this section we will present the content (open learning scenarios) enriched by teachers and teacher trainers as well as the user generated scenarios as adapted from implementations in classrooms as well as from the five days training courses/summer schools.

All this point we have used as a validation mean for the pedagogical design the five days training course and the contest for educational scenarios taking place before it, the outcomes of the participation in the course is the uploading of the scenarios on the respective community on SALL portal.

The link to the community is https://www.schoolofthefuture.eu/en/community/foodshift-summer-school-2023

Annex 1: Learning Scenario Templates

Here follow the templates for the 2 LS; one for younger students (10-12 years old) (light version) and one for ages 13-16 years old (deep/complex version).

FOODSHIFT Pathways

DIGITAL TOOLS FOR AGRICULTURE

INTRODUCTION

Before we had satellite images and drones, it was hard to see the impact of agriculture on the land. Now, we have digital tools that can make detailed models of the land and even predict what the future will look like if we continue with our current practice, but also what the impact would be if we decide to change our behaviour and start producing food in a more sustainable way.

In this assignment, students will delve into the fascinating connections between land use and its impact on our environment. Through the use of interactive digital tools and engaging activities, students will analyze land use patterns, investigate the benefits of sustainable farming methods, and develop innovative solutions for land use planning. By collaborating with experts and exploring their local surroundings, students will gain a deeper understanding of the importance of sustainable land use practices.

THE ISSUE

1. Watch the video "Land Use for Sustainable Food Production" as an introduction to the topic. (Susmetro interactive video for FS Pathways)
2. Introduce the concept of land use and how it affects food production and our environment.
3. Discuss different types of land use, such as farms, gardens, and parks, and their purposes.
4. Learn about the importance of using land sustainably for future generations.

INTO THE COMMUNITY

5. Use online tools to explore satellite images of your local area and identify different land uses (for example: Google Maps/Google Earth, drone images, ...).
6. Interview a local farmer, gardener, or park ranger to learn about land use practices and their impact.
7. Create a simple digital map or drawing of your school or community area, highlighting different land uses.

AIMS

- Understand the concept of land use and its importance for sustainable food production.
- Explore the use of digital tools in analyzing and visualizing land use patterns.
- Collaborate with peers to develop ideas and solutions for sustainable land use.
- Reflect on the significance of digital tools in understanding and addressing environmental challenges

SUSTAINABILITY COMPETENCES

- Valuing the environment
- Critical thinking
- Conceptualizing
- Envisioning future scenarios

SOCIETAL ACTORS

- Urban Planners
- Environmental Researchers
- Geospatial Analysts
- Community Members

KEYWORDS

Land use, digital tools, sustainable food production

AGE RANGE

10-12 years

THE CO-CREATION PROCESS

8. Work in groups to design a sustainable garden or park layout using digital tools or drawings.
9. Present your sustainable garden or park designs to the class, explaining how they benefit the environment.
10. Engage in a class discussion about the challenges and opportunities of implementing sustainable land use.

THE (SUGGESTED) SOLUTION

11. Reflect on the collective land use plans and discuss ways to apply sustainable practices in real-life scenarios.
12. Create a class presentation or infographic showcasing the group's findings and recommendations.
13. Share the presentation or infographic with the school community or local authorities to raise awareness about sustainable land use.

SUBJECTS

Geography, Science, Technology.

TOPICS

Geography:

Land use planning, Geographic Information Systems

Science:

Environmental Studies, Ecosystems

Technology:

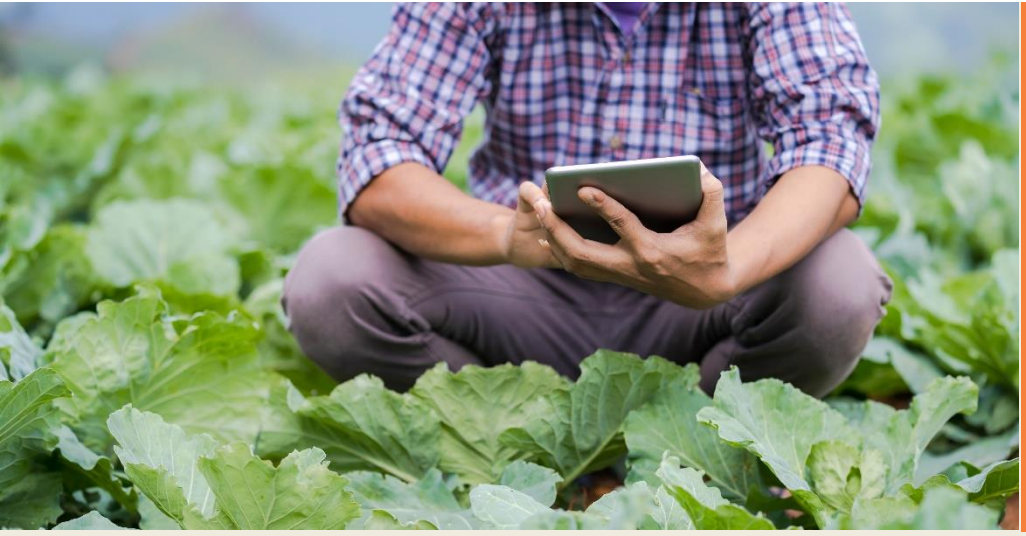
Digital Mapping, Data Analysis

SETUP

Part of the activity will be developed outside school, around school premises or at a nearby supermarket or farmer's market. The rest of the activity will be developed inside school. During the activity, students will share and discuss their findings with families. Students are encouraged to engage with experts and involve them in the development and presentation of their solutions.

MATERIALS

- Digital devices (computers, tablets, or smartphones)
- Internet access
- Research materials



FOODSHIFT Pathways

DIGITAL TOOLS FOR EXPLORING LAND USE

INTRODUCTION

With modern digital tools, like satellite and GPS, we can create detailed models of the land and its various uses. It is even possible to predict what will happen if we change the use of the land, so we can use this to design a more sustainable future.

In this activity, students will uncover the fascinating connections between land use and sustainable food production. Through the use of cutting-edge digital tools and platforms, students will analyze land use patterns and explore potential solutions for sustainable food production. By interacting with urban developers, local authorities, and community members, students will dive into the co-creation process of designing digital tools that empower individuals to make informed decisions about land use. Get ready for an exciting journey at the intersection of technology and sustainability!

THE ISSUE

1. Watch the video "Land Use for Sustainable Food Production" as an introduction to the topic. (Susmetro interactive video for FS Pathways)
2. Introduce the concept of land use and its connection to sustainable food production.
3. Explore digital tools and platforms that provide information on land use and its impact on the environment.
4. Research and compare different types of land use for food production, such as conventional agriculture, urban farming, or permaculture.

INTO THE COMMUNITY

5. Invite a food producer or a local urban developer or planner to discuss land use and its implications for sustainable food production.
6. Use digital tools to analyze and compare land use patterns in the local area and identify potential areas for urban farming or green spaces.
7. Conduct interviews or surveys with local authorities or community members involved in land use planning.

AIMS

- Understand the concept of land use and its significance for sustainable food production.
- Explore and utilize digital tools for analyzing and evaluating land use patterns.
- Collaborate on designing a digital tool or app prototype for sustainable land use decision-making.
- Communicate findings and recommendations to relevant stakeholders.

SUSTAINABILITY COMPETENCES

- Valuing the environment
- Critical thinking
- Innovative problem solving
- Experimenting & testing
- Envisioning future scenarios

SOCIETAL ACTORS

- Urban developers
- Local authorities
- Community members
- Land use planners

KEYWORDS

Digital tools, land use, sustainable food production, urban farming, permaculture

THE CO-CREATION PROCESS

8. Divide students into groups and assign each group a specific type of land use for food production to research and present to the class.
9. Design a digital tool or app prototype that helps individuals make sustainable land use choices for food production. Include previous involved stakeholders in the process.
10. Create a presentation or infographic showcasing the benefits of sustainable land use for food production.

THE CO-CREATION PROCESS

11. Present the group projects and the digital tool/app prototypes to the class and school community.
12. Share the findings and recommendations with local authorities or urban development organizations.
13. Reflect on the impact of the activities and discuss ways to continue promoting sustainable land use practices.

AGE RANGE

13-16 years old

SUBJECTS

Geography, Technology, Citizenship, Science

TOPICS

Geography:

Land use planning, Geographic Information Systems (GIS), Environmental Impact Assessment

Technology:

Digital Mapping and Data Analysis, Web Development and Design

Citizenship / Civic participation

Sustainable development

Science:

Environmental Science, Remote Sensing, Sustainable Land Management

SETUP

Almost all of the activity will happen inside the classroom, but students are encouraged to visit societal actors and engage with them. If possible, these societal actors are involved in both the research and the development and presentation of the outcome.

MATERIALS

- Digital tools/platforms
- Research materials
- Guest speaker arrangements
- Interview/survey materials
- Digital design tools

Annex 2: Criteria for assessing a Learning Scenario

1. **Assess the aim of the lesson and integration into the curriculum.**
(Is the aim of the lesson clearly explained? Is it clear in which way the scenario fits in the curriculum of the author?)

   Low quality

   ☐ The lesson's aim was not clearly defined, nor its place in the curriculum

   Moderate quality

   ☐ The lesson's aim was clearly defined, but not its place in the curriculum

   Good quality

   ☐ The aim of the lesson and place in the curriculum were clearly defined, but the workload was too big/small

   Excellent quality

   ☐ The of the lesson and place in the curriculum were clearly defined and the workload was adequate

2. **Assess the subject, topic and trends.**
(Did the author clearly mentioned subjects, topics and trends?)

   Low quality

   ☐ The subject, topic and educational trends of the scenario are unclear

   Moderate quality

   ☐ The educational trends are clear, but not the subject and/or the topic

   Good quality

   ☐ The subject and topic are clear, but not the educational trends

   Excellent quality

   ☐ The subject, topic and educational trends of the scenario are clear

3. **Assess the teaching materials included in the learning scenario.**
(Are Terra Mission materials included in the learning scenario?)

Low quality

☐ There were no teaching materials included in the learning scenario

Moderate quality

☐ Teaching materials were included, but they were not very adequate for the lesson

Good quality

☐ The teaching materials were adequate, but they were not enough for preparing the lesson

Excellent quality

☐ The teaching materials were adequate and enough for the scope of the lesson

4. **Assess the activities.**
(Are the activities well-explained for the reader to understand clearly? Are the activities fitting to the learning goals and the topic of the course, e.g., sustainability, climate action, outdoor learning, etc.)

Low quality

☐ The learning scenario does not mention any activities.

Moderate quality

☐ The learning scenario explains some activities, but not detailed enough for the reader to replicate them.

Good quality

☐ The scenario uses many different activities, but the activities are not entirely for the topic of the course, or they could be explained in more detail

Excellent quality

☐ The scenario uses activities that are well-explained and fit the theme of the MOOC

5. **How does the learning scenario use assessment for students?**
(Does the learning scenario provide ideas on how to assess student performance during and/or after the implementation? Are there any self or peer assessment elements mentioned?)

Low quality

☐ The learning scenario does not include evaluation to assess students.

Moderate quality

☐ The scenario includes evaluation, but its level does not fit the lesson or is not appropriate for the age of students

Good quality

☐ The scenario includes evaluation at the right level, but it is only partially explained

Excellent quality

☐ The scenario includes evaluation, which is the right level, detailed and fair

6. **Assess learning outcomes.**
(Is the learning scenario well aligned with its learning outcomes: activities and assessment clearly link with the defined learning outcomes and allow the teacher to determine by the end of the lesson(s) if the objectives have been achieved)

Not present

☐ There is no alignment of activities and assessment with the learning outcomes.

Present low quality

☐ There is limited alignment of activities and assessment with the learning outcomes.

Present moderate quality

☐ There is mostly an alignment of activities and assessment with the learning outcomes.

Present high quality

☐ There is comprehensive alignment of activities and assessment with the learning outcomes.

7. **Assess implementation.**
(Does it seem feasible to implement this learning scenario (deliver it as a classroom activity)? (Please explain in the next section the option selected and provide recommendations in case of needs for improvements).

Not present

☐ It does not seem feasible to implement this lesson plan, for example it lacks balance and coherence/its structure is not understandable.

Present low quality

☐ The lesson plan needs some adjustment before it can be implemented, for example the activities or structure need revision.

Present moderate quality

☐ The lesson plan is clear, easy to understand. It is possible to implement the lesson plan without any difficulties, but it would benefit from improvements of the structure and games-based activities.

Present high quality

☐ The lesson plan is clear, easy to understand, it is engaging and has games-based elements. The lesson plan is ready to be implemented.

8. **In general, does the learning scenario meet the above-mentioned requirements?**
(Explanation for No: Please note that, if you select this option, the participant in question may not be awarded a course certificate)

☐ Yes

☐ No

What aspects of this learning scenario stood out to you? What did it do well? How could it be improved? Please provide a constructive feedback to your peers.

Free text answer...